THE INFLUENCE OF WORD ATTACK STRATEGY TOWARD THE STUDENTS READING COMPREHENSION ACHIEVEMENT OF THE SEVENTH GRADE STUDENTS AT *SMP NEGERI 1 PRABUMULIH*

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Abstract
This research entitled "The Influence Word Attack Strategy toward the Students Reading Comprehension Achievement of the Seventh Grade at *SMP Negeri 1 Prabumulih*". The problem of this research "is there any influence to teach reading comprehension by using the word attack strategy of the seventh grade students at *SMP Negeri 1 Prabumulih*?" The objective of this research was to find out whether or not there is an influence to teach reading comprehension achievement of the seventh grade students at *SMP Negeri 1 Prabumulih*? The Population of the research was the seventh grade students at *SMP Negeri 1 Prabumulih*, with the sample were 34 students. The test consisted of 30 questions that were multiple-choice questions. The data were calculated through SPSS 22.0 Program. The result of data analysis showed that t-obtained was   -7.884, with the critical value 20.345, at the Null Hypothesis (Ho) was rejected, and Alternative Hypothesis (Ha) was accepted. It could be concluded that there was a significant influence of word attack strategy on the students' reading comprehension. In this case, word attack strategy can develop students' ability, especially for the Seventh Grade Students at *SMP Negeri 1 Prabumulih*.

Keywords: *word attack strategy, reading comprehension, descriptive text*

Introduction

English is the first spoken language in England in the Early Middle Ages, and currently, English is the language most commonly spoken throughout the world. English is a foreign language that is people often to communicate anywhere. English is also the language used formally and informally. English has also become the language of education for elementary school to university children. Guy Cook (2003) states that language is at the heart of human life. Without it, many of our most important activities are inconceivable (p.2).

These are four skills in teaching: listening, speaking, reading and writing. According to Medina (2011), for academic purposes, reading is important because it is of the most frequently used language skill in everyday life to get information (p.81). Unfortunately, most of the teaching of text reading comprehension in junior high school is the teacher-centred approach. Pardo (2004), Comprehension is a complex process that has been understood and explained in many ways (p.272). It means that the success of a learning material depends on the student's understanding of the reading text. Therefore, academic success can be achieved by students who must understand and underline the concepts expressed by the words of the reading text.

According to Snow (2002), reading does not occur in a vacuum. It is done for achievement, and during reading, there are processes in the text about the purpose (p.15). To become a

good reader, learners must learn how to understand the reading of the text because reading is very important for English learners because reading can increase their knowledge, vocabulary, and information from reading, able to get a complete understanding of the text. Reading can be a good way to practice English, and reading can also be a good way to find new ideas, facts, and experiences.

Grellet (1996) says that reading is understanding a reading text. That statement implies that when the teacher does a reading class activity, the teacher has to make sure that the students can comprehend the writer's ideas written in the text (p.32). By doing this, reading comprehension activity will be carried out effectively in the teaching and learning process.

Reading habits can increase the students' achievement. Most Indonesian learners acknowledge that reading a low will support them in reaching their research goals, but categories low for years. Many efforts have been performed to socialize reading as a burden for most school ages. This phenomenon affects them as creative readers, which will finally influence their achievement in categories low. The purpose of reading in many languages is to inform ourselves about something we are interested in or to challenge certain methods. In other words, to extend our experience of the world we live in. A person may read to get information.

Considering how important reading is for students in the daily teaching and learning process because it can increase our knowledge, we can get much information, enjoyments, and even problem solution. Therefore, teachers need to consider the best strategies for teaching reading and improving students' reading comprehension and reading various

types of tests, but mastering English reading is not easy because reading comprehension is remarkably complex. This activity involves many processing skills coordinated in a very efficient combination. Reading is an activity to show the symbols, but there are many skills that the readers need to comprehend the material that they read. The readers can understand the text they read. The reading is not a passive skill; the reader is not a passive role. It is, on the contrary, an active work, which requires a lot of skills and efforts to combine them, so we get the comprehension of the text.

Media can help the students in understanding the material well because many benefits can be obtained by using media, such as (1) Increasing students motivation, (2) In preventing students bored during the teaching-learning process, (3) making the teaching-learning process systematically, (4) it is easier for students to comprehend teachers' instruction, (5) to strengthen students comprehension toward the lesson expected. Thus it can be inferred that by considering the benefits of the media toward the teaching-learning process, the media's involvement is very important to achieve the learning objective. The purpose of a word attack strategy is to tell the reader what the writer means, or the author wants to convey. This teaching media has successfully implemented a word attack strategy on the student reading descriptive text.

The Concept of Teaching

Teaching is conveying knowledge to students to learning. According to Sulaiman (2017), teaching is verbal interaction between the teacher and the students in a good learning sequence or atmosphere (p.1). It means that teaching seeks to keep student motivation high by using several short

activities and interactive processes in a good learning atmosphere between teachers and students and between students themselves.

According to Brown (2007), teaching guides and facilitates learning, enabling learners to learn and setting learning conditions (p.8). It means that teachers must provide teaching understanding of how learning will determine the philosophy of education, teaching style, approach, methods and classroom approach.

Brown (2001) states that from the teaching process, a teacher can find out well a technique works, how a student processes language, how classroom interaction can be improved, how to assess a students' competence, how emotion enter into learning, or how your teaching style affect learners (p.426). Alvin (2006), In short, teaching means giving somebody knowledge, skill, etc.

The Concept of Reading Comprehension

According to Bojovic (2010), reading comprehension involves getting meaning from and bringing meaning to a text (p.1). It means that reading comprehension is the capacity to understand text, measure it, and comprehend its significance. Murcia (2001), Reading takes general comprehension as the example requires that the reader draw information from a text and combines it with information and expectations that the reader already has (p.188).

According to Grabe and Stoller (2002), reading comprehension is understanding or gaining information from a text (p.7). Reading comprehension is the understanding of a text that is read or the process of constructing meaning from a text. It means that a reader must interpret what the content of the text means well.

Word Attack Strategy

Word attack strategy is a way of describing how you will get something done. The word attack strategy is to help students decode, pronounce, and understand foreign words and help students attack words piece by piece or from different angles. Three such techniques were used:

1. Meaning attack

It involves using context clues and the expectancy of words and concepts.

2. Visual attack

It involves the use of visual characteristics of words. Common examples are identifying available parts within words, syllabification, prefixes, suffixes, and root words, and careful visual research of the word.

3. Sound attack

It involves sounding vowels, consonant, vowel and consonant combinations.

In this research, World Attack Skill is a reading technique that involves guessing difficult words using grammatical and contextual relationships. The grammatical relationship is defined as a relationship related to the form and function of words in certain construction, while contextual relationships are related to the relationship between certain words and other words in a series of meanings. The word attack skill here is used to answer reading questions whose type of question is to find out synonyms or antonyms where students usually find it difficult to answer this type of question without using a dictionary while students cannot always rely on a dictionary. For example, of a grammatical relationship question, the word "Undoubtedly" in line 9 is closest in meaning to...

a. honestly

b. unfortunately,

c. indisputably
d. sadly

First, identify the prefix "un", the suffix "ly", and the root word "doubted". So, the choice that resembles its meaning is "unfortunately."

Methodology

Creswell (2012) states that research collects and analyses information to increase our understanding of a topic or issue (p.3). It means how the researchers collect information and analyze data to improve understanding of a topic.

In this research, the researchers used quantitative research. The research aims to determine the Influence of word attack strategy on the students reading comprehension achievement. Characteristics in quantitative research analyze trends, compare groups, or relate variables using statistical analysis and interpreting results with prior predictions and past research. Sugiyono (2014) says that Pre-Experimental design is a design that includes only one group or class that is given pre-test and post-test (p.109).

The population is the group of interest to the researchers, the group to whom the researchers would like to generalize the result of the research. In this research, the population was all seventh-grade students at *SMP Negeri 1 Prabumulih.*

Fraenkel et al. (2012) state that a sample is a group of research researchers on which information is obtained (p.91). Sugiyono (2014) states that the sample is a part of the total and characteristics of the population (p.118). From the population, it was the sample that used a random purposive sampling technique. The sample of the research was class VII.9 consists of 34 students.

In this research, the researchers used a test for reading comprehension in multiple choices. In collecting the data and finding out whether or not it is effective to the Influence of word attack strategy toward the students' reading comprehension achievement of the seventh grade at *SMP Negeri 1 Prabumulih*, with the total number was 30 items. The test was given twice to students. The test item in the pre-test should be the same as those in the post-test because the purpose of giving them was to know the progress of the students' reading comprehension achievement scores before and after treatment.

The word attack strategy has never been applied by the teacher of English at *SMP Negeri 1 Prabumulih* in teaching reading comprehension subjects. When researchers apply this strategy to improve reading comprehension skills, students and teachers there feel something new so that they can (1) increase students motivation, (2) prevent students from being bored during the teaching-learning process, (3) make the teaching-learning process systematically, (4) it is easier for students to comprehend teachers' instruction, and (5) to strengthen students comprehension toward the expected lesson.

Result and Discussion
1. The Results of Students' Score in the Pre-test

The results of the pre-test were shown in tables below:

Table 1. The Result Frequency of Pre-test

	Frequency	Percent	Valid Percent	Cummulative Prcent
Valid	30	1	2.9	2.9
	37	2	5.9	8.8
	40	1	2.9	11.8
	43	3	8.8	20.6
	47	3	8.8	29.4

Freque ncy	Perce nt	Valid Perce nt	Cummula tive Prcent
53	3	8.8	38.2
57	6	17.6	55.9
60	2	5.9	61.8
63	3	8.8	70.6
67	2	5.9	76.5
7	4	11.8	88.2
77	4	11.8	100.0
Total	34	100.0	

Based on the table, the pre-test result of the highest was 77, and the lowest score was 30. There were four students (11.8%) who got 73, two students (5.9%) who got 67, three students (8.8%) who got 63, two students (5.9%) who got 60, six students (17.6%) who got 57, three students (8.8%) who got 53, three students (8.8%) who got 47, three students (8.8%) who got 43, one student (2.9%) who got 40, two students (5.9%) who got 37.

Table 2. The Statistics Data of the Students' Score in the Pre-test Experimental Group

Pre-test experimental		
N	Valid	34
N	Missing	0
Mean		57.59
Std.Error of Mean		2.252
Median		57.00
Mode		57
Std. Deviation		13.134
Minimum		30
Maximum		77
Sum		19.58

Based on the table above, the statistics showed that students' pre-test experimental group scores were calculated using SPSS 22.0. The total score (sum) of the students in the pre-test (19.58) was divided by the total number of the sample students (34). It was found that the mean in the pre-test was (57.59). The highest or maximum score was 77, and the lowest or minimum was 30.

2. The Results of Students' Score in the Post-test

The results of the post-test were shown in tables below:

Table 3. The Result Frequency of Post-test

	Frequ ency	Perc ent	Valid Percent	Cumul ative Percent
Val id	63	1	2.9	2.9
	67	1	2.9	5.9
	70	6	17.6	23.5
	73	8	23.5	47.1
	77	4	11.8	58.8
	80	4	11.8	70.6
	83	3	8.8	79.4
	87	1	2.9	82.4
	90	2	5.9	88.2
	93	2	5.9	94.1
	97	2	5.9	100.0
	Total	34	100.0	

Based on the table, the result of Post-test of the highest score was 97, and the lowest was 63. There were two students (5.9%) who got 93, two students (5.9%) who got 90, one student (2.9%) who got 87, three students (8.8%) who got 83, four students (11.8%) who got 80, four students (11.8%) who got 77, eight students (23.5%) who got 73, six students (17.6%) who got 70, one student (2.9%).

Table 4. The Statistics Data of the Students' Score in the Post-test Experimental Group

Statistics post-test experimental		
N	Valid	34
N	Missing	0
Mean		78.18
Std. Error of Mean		1.512
Median		77.00
Mode		73
Std. Deviation		8.816
Minimum		63
Maximum		97
Sum		2658

Based on the table above, the statistics showed that students' post-test experimental group scores were calculated using SPSS 22.0. The total score (sum) of the students in the post-test (2658) was divided by the total number of the sample students (34). It was found that the main in the post-test was (78.18). The highest or maximum score was 97, and the lowest or minimum score was 63.

3. Paired Statistic t-test Pre-test and Post-test

The results of the paired sample statistic t-test pre-test and post-test were shown in tables below:

Table 5. Paired Sample Statistic t-test Pre-test and Post-test

	Mean	N	Std.Deviation	Std. Error Mean
Pair 1 pre-test experimental	57.59	34	13.134	2.252
post-test experimental	78.18	34	8.816	1.512

Based on the table, it was known that pre-test of the mean score was (57.59), the standard deviation was 13.134, and the standard error mean of the pre-test was 2.252. While the post-test score in the post-test score of the mean score was (78.18), the standard deviation was 8.816, and the standard error mean of the post-test was 1.512.

Table 6. The Result of Paired Sample Test t-test Pretest and Posttest Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre-test experimental - post-test experimental	-20.588	15.228	2.612	-25.901	-15.275	-7.884	33	.000

The paired sample t-test showed a test that paired pretest score with posttest score. From the data calculation by Statistical Package for Social and Science (SPSS), the students' average scores in the pretest and posttest were -20.588 with the standard error of 2.612, while the standard deviation was the standard deviation of 15.228. From the differences of the result, it was found that the lower score was -25.901, and the upper score was -15.275 in the level 95% confidence interval of the differences. The degree of freedom (df) was 33.

The table above showed that t-obtained was -7.884 at the significant level of <0.05 in table one-tailed, and the degree of freedom (df) was 33, therefor t-obtained was highest than t-table, so that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

Conclusion

The conclusion means to answer the problem of the research. The students' reading comprehension score was highest in the post-test and the lowest pre-test based on the results and discussions. The paired sample t-test also showed that t-obtained was higher than its critical value of t-table. It can be concluded that there was any influence to teach reading comprehension by using the word attack strategy of the seventh grade students at SMP Negeri 1 Prabumulih.Conclusions

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